THE EXTENT OF LEADERSHIP SKILLS DEVELOPED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS AS PERCEIVED BY SELECTED TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS IN OKLAHOMA

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1984

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1990

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ACKNOWLEDGMENTS

The investigator wishes to formally, and officially express his appreciation and gratitude to the many people who contributed their time and assistance to this study.

Sincere appreciation is expressed to Dr. Robert C. Wicklein, the researcher's major advisor, for his understanding and guidance, and for the opportunity to work with, and learn, from his leadership throughout the duration of the study.

Special thanks is given to the technology education staff of the State Department of Vocational-Technical Education, especially Dr. Roger Stacy, Harold Holley, Donavan Bowers and Debbie Hixson, for their assistance in completing the study.

Thank you to the technology education teachers and their administrators included in this study. A note of gratitude is extended for their cooperation and participation.

The writer also wishes to thank his parents, Byron L. and Mary Louise Shook for their encouragement. This thesis and the writers belief of "Did you ever know that you are my hero", is dedicated to his wife Pam, and daughter Kathleen, for their patience, constant love, assistance, and personal sacrifices. The writer can only attempt to express his appreciation.

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CHAPTER I

INTRODUCTION

The American Industrial Arts Student Association (AIASA) was established in 1978, with Oklahoma as one of the 17 original charter states. In 1988 AIASA changed its name to the Technology Student Association (TSA) to reflect the changes in the curriculum of Technology Education. The Technology Student Association is a national organization for Technology Education students and is composed of over 60,000 members. Oklahoma TSA, as of this writing, has 130 chapters with over 3000 members (Holley, 1989).

Members, who are to be served by TSA and its purposes, can be addressed by looking at the associations' constitution. In the summer of 1989 TSA completed its eleventh year as a vocational student organization for technology education students.

> One of the major purposes of the organization is in the development of leadership and citizenship in social activities (TSA Chapter Handbook, 1989, p. 60).

By developing the skills of students and providing opportunities, TSA has become an integral portion of many technology education programs in the state of Oklahoma.

Three of the primary purposes of the organization are also found in the TSA constitution:

> To develop, through group action, the ability of members to plan together, organize and carry out worthy activities and projects.
> To encourage students in creative expression.
> To instill desirable habits and attitudes toward the American way of life in students, and foster a deep respect for the dignity of work (Chapter Handbook, 1989,p. 60)

The student organization has the ability to compliment the program it is associated with. Rosanne T. White, Executive Director of the Technology Student Association, states:

> Vocational Student Organizations provide a unique program of career and leadership development, motivation and recognition for students. VSO's are a powerful instructional tool that work best when integrated into the vocational curriculum and classroom. (White, 1989)

With the outlook for today's high school student being ever more technical, the need for them to develop as responsible, caring adults becomes more important. "The more technology we introduce into society, the more personal skills the individual will need."(Megatrends, 1984, Naisbitt, p. 35,) The needs of the student are not always easily defined, however, the TSA organization is attempting to develop opportunities for personal growth in the individual members.

The individuals that are most closely associated with the Technology Student Association are the members, the TSA alumni, the technology education teachers, and the state supervisory staff. These individuals could best point out the skills developed by TSA members. This study will give

direction for improvement, and define, the leadership skills the TSA members have developed.

Statement of the Problem

With little or no research being done on this relatively young student organization there is a need to determine how well the organization is accomplishing its purposes. It is believed that the merits of the TSA program, and how it is implemented, will show the overall value of the organization. The TSA advisor is encouraged to help develop their student members by providing them opportunities "to develop leadership skills, and acquire practical experience" (TSA: Learn, Grow, Become, Holley, 1988). Presently, the benefits of the student association are unproven.

Purpose of the Study

The purpose of this study was to examine the leadership skills development of Technology Student Association members, as perceived by selected technology educators and their administrators.

Objectives of the Study

To accomplish the purpose, the following objectives must be attained:

(1) to determine the leadership benefits of the Technology Student Association to its members as

perceived by selected technology teachers and their administrators.

(2) to determine if the students who enter the chapter have changed their leadership skills in the areas of etiquette, citizenship and community service while in the chapter, as perceived by technology teachers and their administrators.

(3) to determine, by rank order, TSA activities perceived by the selected technology educators and public school administrators, to be the most beneficial leadership skills to chapter members.

(4) to determine specific demographic information relative to the selected advisors and public school administrators.

Assumptions of the Study

For the purpose of the study, the following assumptions were made:

1. That the advisors and administrators could provide accurate evaluations of their TSA members.
2. That advisors and administrators responses to statements favorable, and unfavorable, to TSA would serve as predictor of their students behaviors.
3. That attitudes expressed by the advisors and administrators were honest expressions of their opinions.
4. That the advisors would have a broad enough

knowledge of TSA, and its goals, to be able to tell if the association is having an effect upon the members.

Scope of the Study

The sample selected for this study is limited to technology educators and their administrators who placed in the top 30 places in the outstanding school contest at the 1989 Oklahoma TSA State Conference. The instrument was developed using the Total Design Method as prescribed by Dillman (1978). Literature from the National TSA Office was gathered and reviewed for statements of potential leadership accomplishments by TSA members. The population for this specific competitive event has 130 chapters over two levels of competition. The data obtained are limited to those instruments which have been returned from the initial mailings and a follow-up mailing.

Definition of Terms

The following definitions are presented as they apply to the study:

Social Skills: The behavior skills needed to be accepted as a contributing member of their own community.

Attitude: The feeling or belief toward someone or something (Websters, p.38).

Technology Student Association (TSA): The national student organization devoted to students enrolled in

Technology Education. Membership is available to students who are enrolled in, or who have successfully completed a technology education course, and have not graduated high school (TSA Chapter Handbook, p.2).

Technology Education: The instructional program for junior and senior high school students that presents areas of industrial technology, through daily hands-on exploratory experiences, that will allow students to make more informed educational and occupational choices.

Administrator: The individual who is the direct supervisor of the Technology Education Teacher.

Leadership: The ability to lead, and to give direction and advice to other individuals by actions and examples.

Etiquette: The behaviors that society believes are most desired of mature individuals with proper manners.

General Perceptions: The opinions or beliefs of persons in regard to the manner of leadership skills development of TSA members.

Outstanding School Contest: The contest at the state and national conferences, that is determined by totaling points earned by TSA members of the school (TSA Competitive Events Guidebook, p. 93).

CHAPTER II

REVIEW OF LITERATURE

Section Titles

This study involved the expressed attitudes of selected technology education teachers, and their administrators, in regards to the leadership skills developed by their Technology Student Association members. The review of literature has been organized into the following five sections: (1) Student Organizations in Vocational Education; (2) Technology Student Association Goals and objectives; (3) Leadership Skills; (4) Summary.

Student Organizations in Vocational Education

Binkley and Byers (1982) describe the rationale for vocational student organizations.

> Your student organization is an integral part of an educational program in vocational education. This is one of the reasons why your teacher serves as the chapter advisor. As an educational organization, your vocational organization has aims and purposes closely related to those of the vocational program (p. 8).

So that people might understand why a vocational education organization is important to the instructional program, it is of some help to review the organizations dedicated to

vocational education programs. Each area of vocational education, such as the Technology Student Association, has its own student organization. Other Vocational Student Organization's include: Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), FFA, Future Homemakers of America (FHA), Health Occupations Students of America (HOSA), Home Economics Related Occupation (HERO), Business Professionals of America (BPA), Vocational Industrial Clubs of America (VICA) (Theobald, 1988, p. 80).

The use of student organizations to motivate students is not a new idea, Koeninger (1988) states :

> When vocational students stream from the classroom to such a volatile work environment, they must be armed with far more than occupation-specific skills. They must have the skills needed to adapt to change, to enlist cooperation, to be flexible, and to take on new assignments . . . Career advancement opportunities will be greatest for those who have developed, practiced, and refined leadership skills as part of their occupational preparation . . . VSO's work!
>
> Students who participate in VSO leadership activities are more likely to possess desirable employee traits: enterprise, enthusiasm, independence, objectivity, originality, personal integrity, persistence, resourcefulness, self-confidence, tact, and tolerance of stress (pp. 38-39).

Vocational student organizations continue to prove their part of vocational programing.

TSA Goals and Objectives

"Although the Technology Student Association (TSA),

formerly AIASA is one of the youngest of the vocational student organizations, it already has a rıch history that spans three decades" (Miller, 1989, p.87). The goals and objectives of TSA have been the same from its beginning. The goals and purposes of TSA are:

> To assist state associations in the development of leadership and citızenship in social, economic, scholastic and civic activities (TSA Chapter Handbook, 1989).

Larry Kuskie,(1985) approaches the youth organization as a means of teaching in the classroom. He states "In order to develop a well-rounded student that can cope with the technological world they live within, the instructor should consider the use of a student organization as a teaching tool in the classroom."(p. 193) "In order to sponsor a club, it takes more work, not tıme, implying that AIASA (TSA) should be incorporated into the daily industrial arts curriculum as an integral part of the total curriculum" (Stacy, p. 24, 1980). Chris Beuershausen, (1989) TSA National President, states that the TSA organization works to develop young people with caring, responsible young adults: "TSA allows students to become better leaders and learn many skills that will help them as they enter society". The organization practices many of its own beliefs. One practice that cannot be overlooked is the thought that the student organization is helpıng to develop its members. The TSA motto, "Learning to live in a technical world" (p.63, TSA handbook, 1989) is an indicator of the ideals and belıefs that are being instilled into the

members.

Leadership Skills

Leadership skills are those skills that can enhance a person's ability to interact within their community in an acceptable manner by society. According to Kuskie (1985, p. 193), "... it becomes essential for people to be able to interact in not only a social, but also a professional manner." Leadership Skills can be divided into several categories, including etiquette, community service, cooperation, and social skills.

Etiquette

Because of the importance of etiquette as a social skill, TSA emphasizes proper etiquette in its activities. Students are reminded of these principles while participating at any state or national conference. These guidelines are to influence the student on proper attire, practices and responsibilities as a TSA member (TSA National Conference Packet, 1989, p. 29).

Community Service

One of the primary purposes of TSA is to develop pride and responsibility for the members community. Citizenship skills are critical to the development of the whole student. "Citizenship is accomplished through TSA by participation in community service activities and learning to work corporately in a democratic group."(Betts, p.23, 1989) The emphasis on citizenship skills development can

also be found in the creed of the organization, "I will strive to do my best in making my school, community , state, and nation better places in which to live" (TSA Chapter Handbook, 1989). Community leaders are proud to acknowledge the accomplishments of their students. They want to know that students are learning good civic skills on how to become responsible citizens. Stacy states that the student organization can be utilized as a promotional tool, and the students accomplishment and service to the community should be broadcast within the community.

> Through participation in student organizations, students develop the knowledge and abilities that lead to success in the work setting: leadership qualities, cooperative abilities, critical thinking, and creativity (Stacy, 1989 p. 207).

Cooperation

Cooperation is the action of persons working together "in which mutual benefits outweigh the disadvantages". (Websters, pp.247-248) The need for individuals to ban together and form a common goal is instrumental in today's society.

Leadership

Leadership is the ability to help others reach their goals. Zig Zigler states "You can get everything in life if you help enough other people get what they want." The ability to influence others in one way or another is an act of leadership. Students learn, through TSA, to serve in a host of association leadership positions. Students can be involved in their local chapter as an officer or a

committee member. The student can also be active in the association as a state or national officer, their are also committees and action groups on the state and national level. Leadership skills can be developed, just like any other personality trait.

> Through individual and group action, members develop the ability to plan, organize, and carry out worthy activities and projects together. Emphasis is placed on social development, civic consciousness, scholastic motivation, and community involvement. (TSA Chapter Handbook, p.5, 1989)

Leadership development is emphasized in TSA because leadership is a primary goal of the organization.

Summary

In todays society, student organization activities put the priority on the development of people. They provide real life opportunities to solve problems, to learn about the technological society, to learn to communicate effectively, and learn how to learn. To a large extent, the future of any profession depends on the commitment to the organization of its members. Student organizations and activities are part of the curriculum which shapes and develops the young people within the Technology Education classroom. Technology teachers use TSA activities to teach leadership, develop technological and career resources, and solve school and community problem. TSA provides opportunities for leadership development and training (Chapter Handbook, p. 5). The benefits of being involved in TSA are substantial, both for the technology education

program and the student. The ability to bring recognition to the student is second only to the skill in etiquette, speaking ability, poise and character, that the student learns. Vocational student organizations are placed in the school class room as an integral part of the students educational development. The need to develop the "whole" student is accepted by many groups, but in vocational education, the VSO can work most vigorously to develop America's young people into caring, responsible adults. The profession of Technology Education has only started to embrace the Technology Student Association. In the years to come the student organization can have a great impact on the young people who enter program.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the extent of leadership skills development of the Technology Student Association to its members as perceived by selected TSA advisors and school administrators. Specific objectives of the study also provided guidance for the design and conduct of the investigation. The data for this study were collected during the months of May and June, 1990. The methods in this study utilized "survey research" and the collection of the data was evaluated using descriptive research.

Institutional Review Board

Federal regulations and Oklahoma State University (OSU) policy require the approval of all research studies that involve human subjects before investigators can begin their research. The Oklahoma State University Research Services and IRB conduct this review to protect the rights and welfare of human subjects involved in biomedical and behavior research. In compliance with the aforementioned policy, this study received the proper surveillance and was granted permission to continue. Furthermore, this research was assigned the following research project number: ED-90-

030.

Objectives of the Study

To accomplish the purpose, the following objectives must be attained:

(1) to determine the leadership benefits of the Technology Student Association to its members as perceived by selected technology teachers and their administrators.

(2) to determine if the students who enter the chapter have changed their leadership skills in the areas of etiquette, citizenship and community service while in the chapter, as perceived by technology teachers and their administrators.

(3) to determine, by rank order, TSA activities perceived by the selected technology educators and public school administrators, to be the most beneficial leadership skills to chapter members.

(4) to determine specific demographic information relative to the selected advisors and public school administrators.

The Study Population

Participants of this research consisted of teachers and administrators of Technology Student Association chapters, that had successfully placed within the top thirty (30) chapters of the outstanding school contest at the Oklahoma TSA State Conference, April 1989. These individuals would be able to evaluate how successfully the

organization was developing the leadership skills of its members. Thirty nine chapters in level two and 43 chapters in level one scored points in the outstanding school contest at the Oklahoma TSA State Conference. The schools that placed the highest in the outstanding school contest would have the knowledge to be able to tell if the organization was having an effect upon their students. Scores in the outstanding school competition were determined by totaling the points earned at the state conference by individual TSA members of the participants school. The school with the largest number of points was declared the outstanding school (TSA Competitive Events Guide, p.93). In each of the top 30 schools, teachers and administrators were asked to complete the instrument and return the completed instrument to the investigator. The administrator was to be the person who would be most familiar with the TSA chapter and its members, be it a principal, a vice principal, or a superintendent.

Data collection instruments were mailed to the chosen schools with instructions on how to complete the instrument. Two follow-up letters were mailed to those schools that did not return the completed instrument within two weeks of the initial mail-out. Due to the fact that outstanding level one and level two chapters could be found within the same school with the same advisor and principal, only one survey was sent to the advisor of both chapters. Survey instruments were sent to forty-five chapter advisors

and forty-three school administrators. The total sample of the study was eighty-eight.

Table I indicates the total sample of this study by category of public school personnel.

A total of 34 TSA Advisors and 26 public school administrators (68 percent) responded to the mailed questionnaire. The researcher received acceptable responses from 34 TSA Advisors (75.55 percent of the advisors surveyed) and 26 public school administrators (60.46 percent of the administrators surveyed).

TABLE I

SELECTED POPULATION OF THE STUDY

Public School Personnel	Respondents n	%	Non-Respondents n	%	Total n	%
TSA Advisors	34	75.6	11	24.4	45	51.1
Public School Administrators	26	61.5	17	39.5	43	48.9
Totals	60	68.2	28	31.8	88	100

n=45 TSA Advisors n=43 School Administrators

Selection and Development of the Instrument

In developing the instrument to meet the objectives of this study, instruments were reviewed from similar studies, specifically those of Peper (1989), Braker (1973), Day (1983), and Stacy (1980).

In analyzing various methods of data gathering, it was believed that the mailed questionnaire was best suited for this study.

The individual return envelops were coded so that a follow-up mailing could be conducted. In developing the instrument, the objectives were reviewed and a list of questions were developed. Each question was reviewed as to the relevance to one or more of the objectives of the study. The instrument was developed using the total design method as prescribed by Dillman (1978). In order to establish face validity of the instrument, interviews were conducted with technology education teachers, staff of the technology education division of the Oklahoma Department of Vocational and Technical Education, and the researchers' advisor. "A reliable questionnaire item is an item that consistently conveys the same meaning" (Berdie and Anderson, 1974). After the instrument was developed, it was sent to three TSA advisors, two higher education technology education instructors, and the state staff of technology education at the Oklahoma Department of

Vocational and Technical Education in order to establish the face validity of the instrument. Upon completion of their review, additional revisions were deemed appropriate, and changes were incorporated into the instrument. A total of forty four questions were included in the instrument. The objective of the questionnaire was to allow all respondents the opportunity to express their opinions as to the development of leadership skills as being a member of TSA in regard to the following areas: (1) Leadership; (2) Etiquette; (3) Citizenship; (4) Community Service; (5) Behavior in School; (6) General Perceptions. A "likert" type scale was used to determine the extent of leadership skills development achieved by TSA members. The response categories in each of these areas were assigned the following numerical values: poor=1; below average=2; average=3; above average=4; and outstanding=5. Real limits were set at 1.0 to 1.49 for poor, 1.50 to 2.49 for below average, 2.5 to 3.49 for average, 3.5 to 4.49 for above average, and 4.50 to 5.00 for outstanding. These same numerical values and real limits were used to analyze the data from questions concerning the overall extent of leadership skills development by TSA members, the opportunities for each student to develop leadership skills, the extent of leadership skills development in other high school courses (i.e., English, math, history, science, etc.), and the opportunities available to develop leadership skills in these other public school courses.

For the portion of the instrument that asked information about perceptions, information obtained from the instrument was analyzed based on a four-point "Likert-type" scale. The response categories were assigned the following numerical values: unimportant=1; less than important=2; important=3; and very important=4. Real limits were set at 1.0 to 1.49 for unimportant; 1.50 to 2.49 for less than important; 2.50 to 3.49 for important; and 3.50 to 4.00 for very important.

The information obtained from the instrument was analyzed based on a four-point "Likert-type" scale assigned to the question concerning the incorporation of the teaching of leadership skill in the classroom. The questionnaire contained a scale of categories to specify favoritism/opposition to the incorporation of the teaching of leadership skill in the classroom. The response categories were assigned the following numerical values: strongly oppose=1; tend to oppose=2; tend to favor=3; strongly favor=4. Real limits were set at 1.0 to 1.49 for strongly oppose; 1.5 to 2.49 for tend to oppose; 2.50 to 3.49 for tend to favor; 3.50 to 4.00 for strongly favor.

In the rank-order type of question relating to the value of the 10 specific TSA activities which contribute most to the development of leadership skills, a weighted mean was calculated for each item (TSA activity) based on the ranking given to the item by each respondent.

In order to know the amount of teaching experience and

the area of study that the administrators had completed their bachelors degree, two demographic questions were asked. Responses to the demographic question concerning the administrators and teachers length of service were grouped by frequency, and percentages in the category were calculated. Responses to the demographic questions concerning the administrators major area of study for his or her bachelor's degree were also grouped by frequency. Appendices A and B contain the final versions of the survey instruments.

Collection of Data

The data collected for this study was accomplished through the use of a survey instrument to assess the leadership skills of TSA members as perceived by advisors and administrators. The instrument was sent to the top thirty (30) placing TSA chapters in the Outstandıng School contest, Level I and Level II, at the Oklahoma TSA Conference held in the spring of 1989.

The instrument was mailed to the chapter advisors May 1, 1990. A follow up letter was sent out on May 17, 1990. to chapters not responding, encouraging the technology education teachers to complete the survey. The same ınstrument was maıled to the building principal of each of the TSA chapter's on May 14, 1990. A follow up letter was sent out on June 14, 1990 to encourage the non responding principals to complete the survey.

Analysis of Data

Data from the questionnaire were analyzed by using descriptive statistics on the IBM PC using the statistical package Statistix. Mean scores were used to interpret the data to show frequency distribution, with both actual number and percents, being shown. The data from the rank-order questions were analyzed using weighted means. A complete reporting of the analysis of data is reported in chapter IV of this document.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to report the results from the mailed questionnaire used to conduct this study. The intent of this study was to determine the extent of leadership skills development achieved by Technology Student Association members as perceived by selected Technology Education Teachers and public school administrators.

The results of the mailed questionnaire are presented in this chapter. The respondents (who were TSA advisors) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for each category within the area of leadership. Within the areas of leadership, the categories included: ability to express themselves ($\bar{X}$=4.12); pride in themselves ($\bar{X}$=4.27); conduct of themselves ($\bar{X}$=4.12); methods of conducting meetings ($\bar{X}$=4.15); their leadership skills ($\bar{X}$=4.44).

The respondents (who were administrators) indicated that the extent of leadership skills development achieved by TSA members was "above average" for each category within the area of leadership (see Table II). Within the area of leadership, the categories included: the ability to express

themselves ($\bar{X}$=3.96); pride in themselves ($\bar{X}$=4.23); conduct of themselves ($\bar{X}$=4.00); methods of conducting meetings ($\bar{X}$=4.29); their leadership skills ($\bar{X}$=4.12).

The combined responses of the respondents (both the advisors and the administrators) indicated that the extent of leadership skills development achieved by TSA members was "above average" for the area of leadership. The categories included: the ability to express themselves ($\bar{X}$=4.04); pride in themselves ($\bar{X}$=4.25); conduct of themselves ($\bar{X}$=4.05); methods of conducting meetings ($\bar{X}$=4.22); their leadership skills ($\bar{X}$=4.28).

The respondents (who were TSA advisors) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for each category within the area of conduct (See Table III). Within the areas of conduct, the categories included: better manners ($\bar{X}$=4.11); self discipline ($\bar{X}$=3.88); sportsmanship ($\bar{X}$=3.78); correct meal etiquette ($\bar{X}$=3.27); proper dress ($\bar{X}$=4.27); respect for others rights ($\bar{X}$=4.08). The respondents (who were administrators) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for five of the six categories within the area of Conduct (See Table III). Within the areas of Conduct, the categories included: better manners ($\bar{X}$=3.92); self discipline ($\bar{X}$=3.96); sportsmanship ($\bar{X}$=3.92); proper dress ($\bar{X}$=4.04); respect for others rights ($\bar{X}$=4.08). The

TABLE II

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREA OF LEADERSHIP

Leadership Skills	TSA Advisors n=34			Administrators n=26			Combined Responses Total n=60		
Leadership	$\bar{X}$	SD	Denotes	$\bar{X}$	SD	Denotes	$\bar{X}$	SD	Denotes
Ability to express themselves	4.12	.591	Above Avg.	3.96	.649	Above Avg.	4.04	.109	Above Avg.
Pride in themselves	4.27	.751	Above Avg.	4.23	.710	Above Avg.	4.25	.240	Above Avg.
Conduct of themselves	4.12	.686	Above Avg.	4.00	.693	Above Avg.	4.05	.834	Above Avg.
Methods of conducting meetings	4.15	.834	Above Avg.	4.29	.751	Above Avg.	4.22	.989	Above Avg.
Leadership skills	4.44	.613	Above Avg.	4.12	.726	Above Avg.	4.28	.227	Above Avg.

Poor= 1.0 to 1.49,
Below Average= 1.50 to 2.49,
Average= 2.50 to 3.49,
Above Average= 3.50 to 4.49,
Outstanding= 4.50 to 5.00

respondents (who were administrators) indicated that the extent of leadership skills development achieved by Technology Student Association members was "Average" for the category of correct meal etiquette ($\bar{X}$=3.36) within the area of conduct. The combined responses of the respondents (both the advisors and the administrators) indicated that the extent of leadership skills development achieved by TSA members was "above average" for five of the six categories within the area of conduct (See table III). The categories included: better manners ($\bar{X}$=4.02) self discipline ($\bar{X}$=3.92); sportsmanship ($\bar{X}$=3.85); proper dress ($\bar{X}$=4.15); respect for others rights ($\bar{X}$=4.08). The combined responses (both the advisors and the administrators) indicated that the extent of leadership skills development achieved by Technology Student Association members was "Average" for the category of correct meal etiquette ($\bar{X}$=3.31) within the area of conduct.

The respondents (who were TSA advisors) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for each category within the area of citizenship (See Table IV). Within the areas of citizenship, the categories included: respect for their country ($\bar{X}$=4.11); respect for the flag ($\bar{X}$=4.29); pride in their school ($\bar{X}$=4.38); an understanding of law and order ($\bar{X}$=3.94); the ability to work with others ($\bar{X}$=4.46).

The respondents (who were administrators) indicated

TABLE III

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREA OF CONDUCT

Leadership Skills	TSA Advisors n=34			Administrators n=26			Combined Responses Total n=60		
CONDUCT	X	SD	Denotes	X	SD	Denotes	X	SD	Denotes
Better manners	4.11	.686	Above Avg.	3.92	.571	Above Avg.	4.02	.140	Above Avg.
Self Discipline	3.88	.769	Above Avg.	3.96	.527	Above Avg.	3.92	.565	Above Avg.
Sportsmanship	3.78	.892	Above Avg.	3.92	.640	Above Avg.	3.85	.933	Above Avg.
Correct meal etiquette	3.27	.801	Average	3.36	.902	Average	3.31	.643	Average
Proper dress	4.27	.801	Above Avg.	4.04	.750	Above Avg.	4.15	.163	Above Avg.
Respect for others rights	4.08	.712	Above Avg.	4.08	.640	Above Avg.	4.08	.565	Above Avg.

Poor= 1.0 to 1.49,
Below Average= 1.50 to 2.49,
Average= 2.50 to 3.49,
Above Average= 3.50 to 4.49,
Outstanding= 4.50 to 5.00

that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for all of the categories within the area of citizenship (See Table IV). Within the areas of conduct, the categories included: respect for their country ($\bar{X}$=4.15); respect for the flag ($\bar{X}$=4.11); pride in their school ($\bar{X}$=4.00); an understanding of law and order ($\bar{X}$=3.96); the ability to work with others ($\bar{X}$=4.00).

The combined responses of the respondents (both the advisors and the principals) indicated that the extent of leadership skills development achieved by TSA members was "above average" for all of the categories within the area of cıtizenship (See table IV). The categories included: respect for their country ($\bar{X}$=4.13); respect for the flag ($\bar{X}$=4.20); prıde ın their school ($\bar{X}$=4.19); an understanding of law and order ($\bar{X}$=3.95); the abilıty to work with others ($\bar{X}$=4.23).

The respondents (who were TSA advisors) indicated that the extent of leadership skılls development achieved by Technology Student Association members was "above Average" for each category within the area of community service (See Table V). Within the areas of community service, the categories included: caring for their community ($\bar{X}$=4.18); pride in their school and community ($\bar{X}$=4.29); keep the community clean ($\bar{X}$=4.14); true concern for individuals ($\bar{X}$=3.85); help the community grow ($\bar{X}$=3.82). The respondents (who were administrators) indicated that the

TABLE IV

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREA OF CITIZENSHIP

Leadership Skills	TSA Advisors n=34			Administrators n=26			Combined Responses Total n=60		
Citizenship	X	SD	Denotes	X	SD	Denotes	X	SD	Denotes
Respect for their country	4.11	.686	Above Avg.	4.15	.674	Above Avg.	4.13	.254	Above Avg.
Respect for the flag	4.29	.719	Above Avg.	4.11	.711	Above Avg.	4.20	.126	Above Avg.
Pride in their school	4.38	.697	Above Avg.	4.00	.692	Above Avg.	4.19	.270	Above Avg.
An understanding of law and order	3.94	.814	Above Avg.	3.96	.823	Above Avg.	3.95	.148	Above Avg.
The ability to work with others	4.46	.099	Above Avg.	4.00	.577	Above Avg.	4.23	.328	Above Avg.

Poor= 1.0 to 1.49,
Below Average= 1.50 to 2.49,
Average= 2.50 to 3.49,
Above Average= 3.50 to 4.49,
Outstanding= 4.50 to 5.00

extent of leadership skills development achieved by Technology Student Association members was "above Average" for all of the categories within the area of community service (See Table V). Within the areas of community service, the categories included: caring for their community ($\bar{X}$=3.88); pride in their school and community ($\bar{X}$=4.00); keep the community clean ($\bar{X}$=3.96); true concern for individuals ($\bar{X}$=3.64); help the community grow ($\bar{X}$=3.68). The combined responses of the respondents (both the advisors and the administrators) indicated that the extent of leadership skills development achieved by TSA members was "above average" for all of the categories within the area of community service (See Table V). Within the areas of community service, the categories included: caring for their community ($\bar{X}$=4.03); pride in their school and community ($\bar{X}$=4.15); keep the community clean ($\bar{X}$=4.05); true concern for individuals ($\bar{X}$=3.74); help the community grow ($\bar{X}$=3.75). The respondents (who were TSA advisors) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for five of the six categories within the area of behavior in school (See Table VI). Within the areas of behavior in school, the categories included: skills to work with others ($\bar{X}$=4.47); good attendance practices ($\bar{X}$=4.14); ability to accept instructions ($\bar{X}$=4.35); good work habits ($\bar{X}$=4.47). The respondents (who were TSA advisors) indicated that the extent of leadership

TABLE V

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREA OF COMMUNITY SERVICE

Leadership Skills	TSA Advisors n=34			Administrators n=26			Combined Responses Total n=60		
Community Service	X	SD	Denotes	X	SD	Denotes	X	SD	Denotes
Caring for their community	4.18	.682	Above Avg.	3.88	.652	Above Avg.	4.03	.210	Above Avg.
Pride in their school and community	4.29	.629	Above Avg.	4.00	.800	Above Avg.	4.15	.207	Above Avg.
Keep the community clean	4.14	.783	Above Avg.	3.96	.720	Above Avg.	4.05	.130	Above Avg.
True concern for individuals	3.85	.821	Above Avg.	3.64	.637	Above Avg.	3.74	.150	Above Avg.
Help the community grow	3.82	.833	Above Avg.	3.68	.690	Above Avg.	3.75	.101	Above Avg.

Poor= 1.0 to 1.49,
Below Average= 1.50 to 2.49,
Average= 2.50 to 3.49,
Above Average= 3.50 to 4.49,
Outstanding= 4.50 to 5.00

skills development achieved by Technology Student Association members was "Outstanding" for the category of ability to cooperate with others ($\bar{X}$=4.52). The respondents (who were administrators) indicated that the extent of leadership skills development achieved by Technology Student Association members was "above Average" for all of the categories within the area of behavior in school (See Table VI). Within the areas of behavior in school, the categories included: skills to work with others ($\bar{X}$=4.19); good attendance practices ($\bar{X}$=4.07); ability to accept instructions ($\bar{X}$=4.03); ability to cooperate with others ($\bar{X}$=4.19); good work habits ($\bar{X}$=4.03). The combined responses of the respondents (both the advisors and the administrators) indicated that the extent of leadership skills development achieved by TSA members was "above average" for all of the categories within the area of behavior in school (See Table VI). Within the areas of behavior in school, the categories included: skills to work with others ($\bar{X}$=4.32); good attendance practices ($\bar{X}$=4.11); ability to accept instructions ($\bar{X}$=4.19); ability to cooperate with others ($\bar{X}$=4.36); good work habits ($\bar{X}$=4.25).

The respondents' perceptions that TSA provides avenues for Technology Student Association members to develop as responsible adults are reported in Table VII. It should be noted that of the respondents (who were TSA advisors), 11 (32.35 percent of the population) "agree" with the statement that TSA provides avenues to develop as

TABLE VI

RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREA OF BEHAVIOR IN SCHOOL

Leadership Skills	TSA Advisors n=34			Administrators n=26			Combined Responses Total n=60		
Behavior in School	X	SD	Denotes	X	SD	Denotes	X	SD	Denotes
Skills to work with others	4.47	.563	Above Avg.	4.19	.801	Above Avg.	4.32	.204	Above Avg.
Good attendance practices	4.14	.657	Above Avg.	4.07	.796	Above Avg.	4.11	.495	Above Avg.
Ability to accept instructions	4.35	.597	Above Avg.	4.03	.720	Above Avg	4.19	.222	Above Avg.
Ability to cooperate with others	4.52	.614	Outstanding	4.19	.693	Above Avg.	4.36	.238	Above Avg.
Good work habits	4.47	.662	Above Avg.	4.03	.773	Above Avg.	4.25	.306	Above Avg.

Poor= 1.0 to 1.49,
Below Average= 1.50 to 2.49,
Average= 2.50 to 3.49,
Above Average= 3.50 to 4.49,
Outstanding= 4.50 to 5.00

responsible adults, 23 (67.65 percent of the population) perceived the avenues for members to develop to "strongly agree." For the 34 respondents, who were TSA advisors, the mean response ($\bar{X}$=4.68) suggests that these respondents "strongly agree" that TSA provides avenues for members development as responsible adults. It should also be noted the respondents (who were administrators), 2 (7.69 percent of the population) were "undecided" as to whether or not TSA provides avenues for members to develop as responsible adults, 11 (42.30 percent of the population) "agree" with the statement that TSA provides these avenues, and 13 (50.00 percent of the population) "strongly agree" with the statement. For the 26 respondents, who were administrators, the mean response ($\bar{X}$=4.42) suggests that these respondents "agree" with the perception that TSA provides avenues for members to develop as responsible adults.

When the responses from the 60 respondents (both TSA advisors and administrators) were combined, 36 (60 percent) "strongly agree" that TSA provides avenues for members to develop as responsible adults, 22 (36.67 percent) "agree" that the TSA members are given this avenue, and two (3.33 percent) were undecided as to if TSA provides avenues for members to develop. The average of the two means ($\bar{X}$=4.54) suggests that respondents "strongly agree" with the statement that TSA provides avenues for members to develop as responsible adults.

TABLE VII

RESPONDENTS' PERCEPTIONS THAT TSA PROVIDES AVENUES FOR TECHNOLOGY STUDENT ASSOCIATION MEMBERS TO DEVELOP AS RESPONSIBLE ADULTS

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	0	0.00	11	32.35	23	67.65	34	56.67	4.68	.474	Strongly Agree
Administrators	0	0.00	0	0.00	2	7.69	11	42.30	13	50.00	26	43.33	4.42	.643	Agree
Total	0	0.00	0	0.00	2	3.33	22	36.67	36	60.00	60	100.0	4.54	.178	Strongly Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

The respondents' perceptions that TSA provides numerous opportunities for members to develop citizenship skills are reported in Table VIII. Of the responding TSA advisors, 10 (29.41 percent of the population) "agree" with the statement that TSA provides numerous opportunities for members to develop citizenship skills, 23 (67.65 percent of the population) perceived the opportunities for members to develop as "strongly agree." One (2.94 percent) was "undecided" as to the statement that TSA members are provided opportunities to develop citizenship skills. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.64) suggests that these respondents "strongly agree" that TSA provides the opportunities for members to develop as citizenship skills. Of the responding administrators, 2 (7.70 percent of the population) "disagree" with the statement that TSA provides opportunities for members to develop citizenship skills, 11 (42.30 percent of the population) "agree" with the statement that TSA provides these opportunities, and 13 (50.00 percent of the population) "strongly agree" with the statement. For the 26 respondents (who were administrators), the mean response ($\bar{X}$=4.36) suggests that these respondents "agree" with the perception that TSA provides numerous opportunities for members to develop citizenship skills. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, 36 (60.00 percent) "strongly agree" that TSA

provides opportunities for members to develop citizenship skills, 21 (35.00 percent) "agree" that TSA provides numerous opportunities for members to develop citizenship skills. One (1.67 percent) was "undecided" as to the statement that TSA provides numerous opportunities for members to develop citizenship skills, and two (3.33 percent) "disagree" with the statement of providing numerous opportunities for members to develop citizenship skills. The average of the two means ($\bar{X}$=4.50) suggests that respondents "agree" with the statement that TSA provides numerous opportunities for members to develop citizenship skills.

The respondents' perceptions that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society are reported in Table IX. It should be noted that of the respondents (who were TSA advisors), 9 (26.47 percent of the population) "agree" with the statement that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society, while 25 (73.53 percent of the population) were to "strongly agree." For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.73) suggests that these respondents "strongly agree" that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society. Of the responding administrators,

TABLE VIII

RESPONDENTS' PERCEPTIONS THAT TSA PROVIDES NUMEROUS OPPORTUNITIES FOR MEMBERS TO DEVELOP CITIZENSHIP SKILLS

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	1	2.94	10	29.41	23	67.65	34	56.67	4.64	.544	Strongly Agree
Administrators	0	0.00	2	7.70	0	0.00	11	42.30	13	50.00	26	43.33	4.36	.845	Agree
Total	0	0.00	2	3.33	1	1.67	21	35.00	36	60.00	60	100.0	4.50	.212	Strongly Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

one (3.85 percent of the population) "disagree", 11 (42.30 percent of the population) "agree" with the statement, and 14 (53.85 percent of the population) "strongly agree" with the statement that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society. For the 26 respondents who were administrators, the mean response ($\bar{X}$=4.46) suggests that these respondents "agree" with the perception that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, 39 (65 percent) "strongly agree", 20 (35.00 percent) "agree" that TSA provides numerous opportunities for members to develop citizenship skills, one (1.67 percent) was to "disagree" that with the statement that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society. The average of the two means ($\bar{X}$=4.59) suggests that respondents "strongly agree" with the statement that the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society.

The respondents' perceptions that membership in TSA should be automatic upon enrolling in a technology education program are reported in Table X. Of the responding TSA advisors (who were TSA advisors), 2 (5.88

TABLE IX

RESPONDENTS' PERCEPTIONS THAT THE TRAINING THAT TSA MEMBERS RECEIVE IN LEADERSHIP, COOPERATION, AND CITIZENSHIP HELPS PREPARE INDIVIDUALS TO CONTRIBUTE TO SOCIETY

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD Denotes
TSA Advisors	0	0.00	0	0.00	0	0.00	9	26.47	25	73.53	34	56.67	4.73	.447 Strongly Agree
Administrators	0	0.00	1	3.85	0	0.00	11	42.30	14	53.85	26	43.33	4.46	.706 Agree
Total	0	0.00	1	3.33	0	0.00	20	35.00	39	65.00	60	100.0	4.59	.193 Strongly Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

percent of the population) "strongly disagree", while 11 (32.35 percent of the population) were to "disagree", 11 (32.35 percent of the population) were "undecided", five (14.71 percent of the population) "agree", and five (14.71 percent of the population) "strongly agree" with the statement that membership in TSA should be automatic upon enrolling in a technology education program. For the 34 respondents (who were TSA advisors), the mean response ($\overline{X}$=3.00) suggests that these respondents were "undecided" that membership in TSA should be automatic upon enrolling in a technology education program. Of the responding administrators, one (3.85 percent of the population) was to "strongly disagree", 6 (23.08 percent of the population) "disagree" with the statement, five (19.23 percent of the population) are "undecided" with the statement, six (23.08 percent of the population) "agree," and eight (30.76 percent of the population) "strongly agree" that membership in TSA should be automatic upon enrolling in a technology education program. For the 26 respondents who were administrators, the mean response ($\overline{X}$=3.54) suggests that these respondents "agree" with the statement that membership in TSA should be automatic upon enrolling in a technology education program. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, three (5 percent) "strongly disagree", 17 (28.33 percent) "disagree" that membership in TSA should be automatic upon enrolling in a technology education program,

TABLE X

RESPONDENTS' PERCEPTIONS THAT MEMBERSHIP IN TSA SHOULD BE AUTOMATIC UPON ENROLLING IN A TECHNOLOGY EDUCATION PROGRAM

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD Denotes
TSA Advisors	2	5.88	11	32.35	11	32.35	5	14.71	5	14.71	34	56.67	3.00	.115 Undecided
Administrators	1	3.85	6	23.08	5	19.23	6	23.08	8	30.76	26	43.33	3.54	.127 Agree
Total	3	5.00	17	28.33	16	26.67	11	18.33	13	21.67	60	100.0	3.27	.108 Undecided

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

16 (26.67 percent) are "undecided" with the statement, 11 (18.33 percent) "agree", and 13 (21.67 percent of the population) "strongly agree" with the statement that membership in TSA should be automatic upon enrolling in a technology education program. The average of the two means ($\bar{X}$=3.27) suggests that respondents were "undecided" with the statement that membership in TSA should be automatic upon enrolling in a technology education program.

The respondents' perceptions that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter are reported in Table XI. It should be noted that of the respondents (who were TSA advisors), four (11.76 percent of the population) "disagree" with the statement that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter, while 30 (88.24 percent of the population) were to "strongly agree." For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.88) suggests that these respondents "strongly agree" that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter. It should also be noted that of the respondents who were administrators, one (3.85 percent of the population) was to "disagree", 10 (38.46 percent of the population) "agree" with the statement, and 15 (57.69 percent of the population) "strongly agree" with the statement that the students enrolled in the technology

education class should have the opportunity to participate in a TSA chapter. For the 26 respondents who were administrators, the mean response ($\bar{X}$=4.54) suggests that these respondents "strongly agree" with the statement that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter. When the responses from the 60 respondents (both TSA advisors and administrators) population) were combined, one (1.67 percent) was to "disagree", 14 (23.33 percent) "agree", and 45 (75.00 percent) "strongly agree" with the statement that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter. The average of the two means ($\bar{X}$=4.69) suggests that respondents "strongly agree" with the statement that the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter.

The respondents' perceptions that TSA activities are an essential element of a successful technology education program are reported in Table XII. Of the responding TSA advisors (who were TSA advisors), one (2.94 percent of the population) were to "disagree" with the statement, while one (2.49 percent of the population) was "undecided," 13 (38.24 percent of the population) were to "agree" with the statement, and 19 (55.88 percent of the population) "strongly agree" with the statement that TSA activities are an essential element of a successful technology education

TABLE XI

RESPONDENTS' PERCEPTIONS THAT THE STUDENTS ENROLLED IN THE TECHNOLOGY EDUCATION CLASS SHOULD HAVE THE OPPORTUNITY TO PARTICIPATE IN A TSA CHAPTER

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	0	0.00	4	11.76	30	88.24	34	56.67	4.88	.327	Strongly Agree
Administrators	0	0.00	1	3.85	0	0.00	10	38.46	15	57.69	26	43.33	4.54	.707	Strongly Agree
Total	0	0.00	1	1.67	0	0.00	14	23.33	45	75.00	60	100.0	4.69	.270	Strongly Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

TABLE XII

RESPONDENTS' PERCEPTIONS THAT TSA ACTIVITIES ARE AN ESSENTIAL ELEMENT OF A SUCCESSFUL TECHNOLOGY EDUCATION PROGRAM

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD Denotes
TSA Advisors	0	0.00	1	2.94	1	2.94	13	38.24	19	55.88	34	56.67	4.47	.706 Agree
Administrators	0	0.00	2	7.69	3	11.54	10	38.46	11	42.31	26	43.33	3.54	.127 Agree
Total	0	0.00	3	5.00	4	6.67	23	38.33	30	50.00	60	100.0	4.31	.224 Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

program. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.47) suggests that these respondents "agree" that TSA activities are an essential element of a successful technology education program. It should also be noted the respondents who were administrators, two (7.69 percent of the population) were to "disagree" with the statement, 3 (11.54 percent of the population) were "undecided", 10 (38.46 percent of the population) "agree" with the statement, and 11 (42.31 percent of the population) "strongly agree" with the statement that TSA activities are an essential element of a successful technology education program. For the 26 respondents who were administrators, the mean response ($\bar{X}$=3.54) suggests that these respondents "agree" with the statement that TSA activities are an essential element of a successful technology education program. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, three (5.00 percent) "disagree", 4 (6.67 percent) were "undecided", 23 (38.33 percent) "agree", and 30 (50.00 percent) "strongly agree" with the statement that TSA activities are an essential element of a successful technology education program. The average of the two means ($\bar{X}$=4.31) suggests that respondents "agree" with the statement that TSA activities are an essential element of a successful technology education program.

The respondents' perceptions that the TSA competitive events can be instigated as part of the technology

TABLE XIII

RESPONDENTS' PERCEPTIONS THAT THE TSA COMPETITIVE EVENTS CAN BE INSTIGATED AS PART OF THE TECHNOLOGY CURRICULUM

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD Denotes
TSA Advisors	0	0.00	0	0.00	1	2.94	19	55.88	14	41.18	34	56.67	4.38	.551 Agree
Administrators	0	0.00	1	3.85	3	11.54	12	46.15	10	38.46	26	43.33	4.19	.801 Agree
Total	0	0.00	1	1.67	4	6.67	31	51.67	24	40.00	60	100.0	4.29	.123 Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

curriculum was reported in Table XIII. It should be noted that of the respondents (who were TSA advisors), one (2.94 percent of the population) was "undecided" with the statement, while 19 (55.88 percent of the population) "agree", and 14 (41.18 percent of the population) were to "strongly agree" with the statement that the TSA competitive events can be instigated as part of the technology curriculum. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.38) suggests that these respondents "agree" that the TSA competitive events can be instigated as part of the technology curriculum. It should also be noted the respondents who were administrators, one (3.85 percent of the population) was to "disagree" with the statement, 3 (11.54 percent of the population) "were undecided", 12 (46.15 percent of the population) "agree" with the statement, and 10 (38.46 percent of the population) "strongly agree" with the statement that the TSA competitive events can be instigated as part of the technology curriculum. For the 26 respondents who were administrators, the mean response ($\bar{X}$=4.19) suggests that these respondents "agree" with the statement that the TSA competitive events can be instigated as part of the technology curriculum. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, one (1.67 percent) was to "disagree", four (6.67 percent) were "undecided", 31 (51.67 percent) "agree", and 24 (40.00 percent) "strongly agree"

with the statement that the TSA competitive events can be instigated as part of the technology curriculum. The average of the two means ($\bar{X}$=4.29) suggests that respondents "agree" with the statement that the TSA competitive events can be instigated as part of the technology curriculum.

The respondents' perceptions that TSA events can be used as a motivational tool are reported in Table XIV. Of the responding TSA advisors (who were TSA advisors), 12 (35.29 percent of the population) "agree" with the statement, and 22 (67.71 percent of the population) "strongly agree" with the statement that TSA events can be used as a motivational tool. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.65) suggests that these respondents "strongly agree" that TSA events can be used as a motivational tool. Of the responding administrators, one (3.85 percent of the population) was to "disagree" with the statement, 11 (42.31 percent of the population) "agree" with the statement, and 14 (53.85 percent of the population) "strongly agree" with the statement that TSA events can be used as a motivational tool. For the 26 respondents who were administrators, the mean response ($\bar{X}$=4.46) suggests that these respondents "agree" with the statement that TSA events can be used as a motivational tool. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, one (1.67 percent) was to "disagree", 23 (38.33 percent) "agree", and 36 (60.00 percent) "strongly agree"

TABLE XIV

RESPONDENTS' PERCEPTIONS THAT TSA EVENTS CAN BE USED AS A MOTIVATIONAL TOOL

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total				
	n	%	n	%	n	%	n	%	n	X	n	%	X	SD	Denotes
TSA Advisors	0	0.00	0	0.00	0	0.00	12	35.29	22	67.71	34	56.67	4.65	.485	Strongly Agree
Administrators	0	0.00	1	3.85	0	0.00	11	42.31	14	53.85	26	43.33	4.46	.706	Agree
Total	0	0.00	1	1.67	0	0.00	23	38.33	36	60.00	60	100.0	4.55	.134	Strongly Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

with the statement that TSA events can be used as a motivational tool. The average of the two means ($\bar{X}$=4.55) suggests that respondents "strongly agree" with the statement that TSA events can be used as a motivational tool.

The respondents' perceptions that an adequate number of leadership activities are provided for technology education students are reported in Table XV. Of the respondents (who were TSA advisors), 1 (2.94 percent) was to "disagree" with the statement, 1 (2.94 percent of the population) was "undecided", 18 (52.94 percent of the population) "agree" with the statement, and 14 (41.18 percent of the population) "strongly agree" with the statement that an adequate number of leadership activities are provided for technology education students. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.32) suggests that these respondents "agree" that an adequate number of leadership activities are provided for technology education students. It should also be noted the respondents who were administrators, two (7.69 percent of the population) were "undecided" with the statement, 10 (38.46 percent of the population) "agree" with the statement, and 14 (53.85 percent of the population) "strongly agree" with the statement that an adequate number of leadership activities are provided for technology education students. For the 26 respondents who were administrators, the mean response ($\bar{X}$=4.46) suggests that

TABLE XV

RESPONDENTS' PERCEPTIONS THAT AN ADEQUATE NUMBER OF LEADERSHIP ACTIVITIES ARE PROVIDED FOR TECHNOLOGY EDUCATION STUDENTS

Respondents	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total			
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD Denotes
TSA Advisors	0	0.00	1	2.94	1	2.94	18	52.94	14	41.18	34	56.67	4.32	.684 Agree
Administrators	0	0.00	0	0.00	2	7.69	10	38.46	14	53.85	26	43.33	4.46	.646 Agree
Total	0	0.00	1	1.66	3	5.00	28	44.67	28	44.67	60	100.0	4.39	.975 Agree

Strongly Disagree= 1.0 to 1.49,
Disagree= 1.50 to 2.49,
Undecided= 2.50 to 3.49,
Agree= 3.50 to 4.49,
Strongly Agree= 4.50 to 5.00

these respondents "agree" with the statement that an adequate number of leadership activities are provided for technology education students. When the responses from the 60 respondents (both TSA advisors and administrators) were combined, one (1.67 percent) was to "disagree", 3 (5.00 percent) were "undecided", and 28 (44.67 percent) "agree", and 28 (44.67 percent) "strongly agree" with the statement that an adequate number of leadership activities are provided for technology education students. The average of the two means ($\bar{X}$=4.39) suggests that respondents "agree" with the statement that an adequate number of leadership activities are provided for technology education students.

The respondents' perceptions of the extent that TSA has had a positive impact upon the members of your TSA chapter are reported in Table XVI. Of the respondents (who were TSA advisors), 3 (8.82 percent) the impact was perceived as "a moderate extent", 9 (26.47 percent of the population) was "a good extent", 22 (64.71 percent of the population) "a great extent" of positive impact upon the members of their TSA chapters. For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.56) suggests that to these respondents the extent that TSA has had a positive impact upon their members is "a great extent". It should also be noted the respondents who were administrators, 1 (3.85 percent) felt the impact was perceived as "a small extent", 1 (3.85 percent of the

TABLE XVI

RESPONDENTS' PERCEPTIONS OF THE EXTENT THAT TSA HAS HAD A POSITIVE IMPACT UPON THE MEMBERS OF YOUR TSA CHAPTER

Respondents	No Extent		A small extent		A moderate extent		A good extent		A great extent		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	3	8.82	9	26.47	22	64.71	34	56.67	4.56	.660	A great Extent
Administrators	0	0.00	1	3.85	1	3.85	7	26.92	17	65.38	26	43.33	4.54	.761	A great Extent
Total	0	0.00	1	1.66	4	6.67	16	26.67	39	65.00	60	100.0	4.55	.149	A great Extent

To No Extent= 1.0 to 1.49,
To A Small Extent= 1.50 to 2.49,
To A Moderate Extent= 2.50 to 3.49,
To A Good Extent= 3.50 to 4.49,
To A Great Extent= 4.50 to 5.00

population) felt the impact was perceived as "a moderate extent", 7 (26.92 percent of the population) was "a good extent", 17 (65.38 percent of the population) "a great extent" of positive impact upon the members of their TSA chapters. For the 34 respondents (who were administrators), the mean response ($\bar{X}$=4.54) suggests that to these respondents the extent that TSA has had a positive impact upon their members is "a great extent". When the responses from advisors and administrators were combined, 1 (1.66 percent of the population) perceived the impact to be "a small extent", 4 (6.67 percent) perceived the impact as "a moderate extent", 16 (26.67 percent of the population) "a good extent", 39 (65.00 percent of the population) "a great extent" of positive impact upon the members of their TSA chapters. For the 60 respondents (who were TSA advisors and public school administrators), the mean response ($\bar{X}$=4.55) suggests that to these respondents the extent that TSA has had a positive impact upon their members is "a great extent".

The respondents' perceptions to what extent does TSA offer your students the opportunities to develop leadership skills are reported in Table XVII. Of the respondents (who were TSA advisors), 1 (2.94 percent) responded that the extent that TSA offers students the opportunities to develop leadership skills is "a small extent", 2 (5.88 percent) felt the opportunities to develop was perceived as "a moderate extent", 10 (29.41 percent of the population)

"a good extent", 21 (61.76 percent of the population) to be "a great extent". For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=4.50) suggests that to these respondents TSA offering your students the opportunities to develop leadership skills is "a great extent". Of the responding administrators, 1 (3.85 percent) felt the impact was perceived as "a small extent", 1 (3.85 percent of the population) felt the impact was perceived as "a moderate extent", 8 (30.77 percent of the population) "a good extent", 16 (61.54 percent of the population) "a great extent" of opportunities to develop leadership skills. For the 34 respondents who were administrators, the mean response ($\bar{X}$=4.50) suggests that to these respondents the extent that TSA offers students the opportunities to develop leadership skills as "a great extent". When the responses from the 60 respondents (both TSA advisors and administrators) were combined, 2 (3.33 percent of the population) perceived the impact to be "a small extent", 3 (5.00 percent) perceived the impact as "a moderate extent", 18 (30.00 percent of the population) was "a good extent", 37 (61.67 percent of the population) "a great extent" of opportunities to develop leadership skills. For the 60 respondents (who were TSA advisors and public school administrators), the mean response ($\bar{X}$=4.50) suggests that to these respondents the extent that TSA provides opportunities to develop leadership skills to be "a great extent".

The respondents' perceptions of the opportunities available for students to develop their leadership skills in other high school courses, such as English, math, history, or science, are reported in Table XVIII. Of the respondents (who were TSA advisors), 3 (8.82 percent) perceived the extent of other classes provide development of leadership skills in their school, such as English, math, history, or science, to be "no extent," 10 (29.41 percent) perceived the development as the opportunities perceived as "a small extent," 13 (21.67 percent of the population) was "a moderate extent," 6 (10.00 percent of the population) "a good extent," two (3.33 percent) perceived the extent that other classes provide development of leadership skills to be "a great extent." For the 34 respondents (who were TSA advisors), the mean response ($\bar{X}$=2.82) suggests that to these respondents the extent that other classes provide development of leadership skills to be "a moderate extent". It should also be noted the respondents who were administrators, 1 (3.85 percent) felt the extent was perceived as "no extent," 2 (7.69 percent of the population) felt the impact was perceived as "a small extent," 10 (34.46 percent of the population) was "a moderate extent," 8 (30.77 percent of the population) was perceived as "a good extent" 4 (15.38 percent of the population) "a great extent" of opportunities that other classes provide development of leadership skills in their school. For the 34 respondents who were administrators, the

TABLE XVII

RESPONDENTS' PERCEPTIONS TO WHAT EXTENT DOES TSA OFFER YOUR STUDENTS THE OPPORTUNITIES TO DEVELOP LEADERSHIP SKILLS

Respondents	No Extent		A small extent		A moderate extent		A good extent		A great extent		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	1	2.94	2	5.88	10	29.41	21	61.76	34	56.67	4.50	.749	A great Extent
Administrators	0	0.00	1	3.85	1	3.85	8	30.77	16	61.54	26	43.33	4.50	.762	A great Extent
Total	0	0.00	2	3.33	3	5.00	18	30.00	37	61.67	60	100.0	4.50	.000	A great Extent

To No Extent= 1.0 to 1.49,
To A Small Extent= 1.50 to 2.49,
To A Moderate Extent= 2.50 to 3.49,
To A Good Extent= 3.50 to 4.49,
To A Great Extent= 4.50 to 5.00

mean response ($\bar{X}$=3.48) suggests that to these respondents the extent that opportunities are provided to develop leadership skills in your school as "a moderate extent". When the responses from the 60 respondents (both TSA advisors and administrators) were combined, 4 (6.67 percent of the population) perceived the opportunities to develop leadership skills in other classes as "no extent", 12 (20 percent) as "a small extent", 23 (38.33 percent) the opportunities available was perceived as "a moderate extent", 14 (23.33 percent of the population) was "a good extent", 6 (10.00 percent of the population) "a great extent" of the opportunities available for students to develop their leadership skills in other high school courses. For the 60 respondents (who were TSA advisors and public school administrators), the mean response ($\bar{X}$=3.15) suggests that to these respondents the extent that the opportunities available for students to develop their leadership skills in other high school courses as "a moderate extent."

In order to obtain respondents' perceptions of the value of specific TSA activities toward leadership skills, a rank-order type of questions was included in the instrument. Of the 60 usable instruments that were returned, all 34 of the respondents who were TSA advisors and 23 of the 26 respondents who were administrators completed this question in a usable manner (See Table XIX).

Respondents were asked to rank ten specific TSA

TABLE XVIII

RESPONDENTS' PERCEPTIONS TO WHAT EXTENT DO OTHER CLASSES PROVIDE DEVELOPMENT OF LEADERSHIP SKILLS IN YOU SCHOOL? (eg. ENGLISH, MATH, SCIENCE, HISTORY, etc.)

Respondents	No Extent		A small extent		A moderate extent		A good extent		A great extent		Total				
	n	%	n	%	n	%	n	%	n	$\bar{X}$	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	3	8.82	10	29.41	13	21.67	6	10.00	2	3.33	34	56.67	2.82	.103	A Mod. Extent
Administrators	1	3.85	2	7.69	10	34.46	8	30.77	4	15.38	26	43.33	3.48	.101	A Mod. Extent
Total	4	6.67	12	20.00	23	38.33	14	23.33	6	10.00	60	100.0	3.15	.4.64	A Mod. Extent

To No Extent= 1.0 to 1.49,
To A Small Extent= 1.50 to 2.49,
To A Moderate Extent= 2.50 to 3.49,
To A Good Extent= 3.50 to 4.49,
To A Great Extent= 4.50 to 5.00

activities according to each activity's value to the development of the TSA members leadership skills. A "1" indicated the most beneficial activity for leadership skills development, while a "10" indicated the least beneficial activity for leadership skills development.

The respondents (who were TSA advisors) ranked the activities in the following order (based on weighted means): (1) being a chapter officer ($\bar{X}$=2.97); (2) participate in chapter activities ($\bar{X}$=3.15); (3) the state TSA conference ($\bar{X}$=3.68); (4) the fall leadership conference ($\bar{X}$=5.03); (5) community service ($\bar{X}$=5.24); (6) public speaking ($\bar{X}$=5.68); (7) the national TSA conference ($\bar{X}$=5.91); (8) chapter team competition ($\bar{X}$=6.21); (9) fund raising projects ($\bar{X}$=6.79); and (10) creed ($\bar{X}$=7.71).

The respondents (who were public school administrators) ranked the activities in the following order (based on weighted means): (1) being a chapter officer ($\bar{X}$=2.78); (2) participate in chapter activities ($\bar{X}$=3.09); (3) public speaking ($\bar{X}$=3.61); (4) the fall leadership conference ($\bar{X}$=5.04); (5) chapter team competition ($\bar{X}$=5.30); (6) community service ($\bar{X}$=5.35); (7) the state TSA conference ($\bar{X}$=5.87); (8) creed ($\bar{X}$=7.04); (9) the national TSA conference ($\bar{X}$=7.52); and (10) fund raising projects ($\bar{X}$=8.91).

The combined responses of the respondents (both the TSA advisors and the administrators) ranked the activities in the following order (based on weighted mean); (1) being

TABLE XIX

RESPONDENTS' PERCEPTIONS OF THE VALUE SPECIFIC TSA ACTIVITIES TOWARD THE DEVELOPMENT OF TSA MEMBERS LEADERSHIP SKILLS

Activity	TSA Advisors (n=34)		Principals (n=23)		Combined (n=57)*	
	Weighted Mean ($\bar{X}$)	Rank	Weighted Mean ($\bar{X}$)	Rank	Weighted Mean($\bar{X}$)	Rank
Fall leadership Conference	5.03	4	5.04	4	5.04	5
Community Service	5.24	5	5.35	6	5.28	6
Being a Chapter officer	2.97	1	2.78	1	2.90	1
Participate in chapter activities	3.15	2	3.09	2	3.12	2
Public speaking	5.68	6	3.61	3	4.84	4
Chapter team competition	6.21	8	5.30	5	5.84	7
National TSA Conference	5.91	7	7.52	9	6.56	8
State TSA conference	3.68	3	5.87	7	4.56	3
Creed	7.71	10	7.04	8	7.44	9
Fund raising projects	6.79	9	8.91	10	7.69	10

*Only 23 of the 26 public school principals (who responded to the survey) completed this question in an acceptable manner.

a chapter officer ($\bar{X}$=2.90); (2) participate in chapter activities ($\bar{X}$=3.12); (3) the state TSA conference ($\bar{X}$=4.56); (4) public speaking ($\bar{X}$=4.84); (5) fall leadership conference ($\bar{X}$=5.04); (6) community service ($\bar{X}$=5.28); (7) chapter team competition ($\bar{X}$=5.84); (8) the TSA national conference ($\bar{X}$=6.56); (9) creed ($\bar{X}$=7.44); and (10) fund raising projects ($\bar{X}$=7.69).

The respondents' perceptions of the importance of the development of leadership skills of TSA members is reported in Table XX. It should be noted that of the 34 respondents (who were TSA advisors), 12 (35.29 percent of the population) perceived the development of leadership skills to be "important", and 22 (64.71 percent of the population) perceived the development of leadership skills to be "very important." For the respondents (who were TSA advisors), the mean response ($\bar{X}$=3.65) suggests that these respondents perceived the development of leadership skills to be "very important." It also should be noted that of the respondents who were administrators, two (7.69 percent of the population) perceived the development of leadership skills to be "less than important", 15 (57.69 percent of the population) to be "important", and nine (34.62 percent of the population) perceived the development of leadership skills to be "very important." For the respondents who were administrators, the mean response ($\bar{X}$=3.27) suggests that these respondents perceived the development of

TABLE XX

RESPONDENTS' PERCEPTIONS AS TO HOW IMPORTANT ARE LEADERSHIP SKILLS OF TSA MEMBERS

Respondents	Unimportant		Less than important		Important		Very important		Total				
	n	%	n	%	n	%	n	%	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	12	35.29	22	64.71	34	56.67	3.65	.485	Very Important
Administrators	0	0.00	2	7.69	15	57.69	9	34.62	26	43.33	3.27	.603	Important
Total	0	0.00	2	3.33	27	45.00	31	51.67	60	100.0	3.46	.267	Important

Unimportant= 1.0 to 1.49,
Less Than Important= 1.50 to 2.49,
Important= 2.50 to 3.49,
Very Important= 3.50 to 4.00

leadership skills to be "important." When the responses from the 60 respondents (both TSA advisors and public school administrators) were combined, 31 (51.67 percent of the population) perceived the development of leadership skills to be "very important," two (3.33 percent) perceived the importance as "less than important," and 27 (45.00 percent of the population) perceived the development of leadership skills to be "important." The mean of means ($\bar{X}$=3.46) indicated that the respondents perceived the development of leadership skills to be "important."

The next question in the instrument was an open-ended question dealing with the respondents' reason for the importance, or unimportance, of developing leadership skills. By observing a respondent's answer to the previous question ("In general, how important are leadership skills to TSA members?"), the author determined whether the respondent listed a reason as to the importance of leadership skills development, or as to the unimportance of leadership skills development.

When asked, "For what reason do you belive the development of leadership skills is important/unimportant?", the respondents who were administrators listed the following for the importance of the development of social skills:

-Any opportunity to be challenged and meet that challenge in growth.
-These are the students that will lead us into the next

century.
-Students often have no other opportunity to learn these skills.
-Teaching leadership is of extreme importance.
-Need skills to survive.
-TSA members have contributed greatly in other capacities as student leaders the past two years.
-This provides the skills educated people need in their life to become successful.
-Any additional leadership skills are important.
-I have seen a lot of students develop good leadership skills over the past few years.
-Leadership skills are developed, not enough peer leadership among youth.
-There is a need to develop young leaders.
-Because of the influence good student leaders can have on other students.
-Because leadership training is not only learning to lead but to follow.
-Communication and personal relations are learned by developing these leadership skills.
-Leaders are needed.
-This is one of few opportunities presented to students to help them develop skills.
-In a small school students do not always have the opportunity to participate in a large number of organizations. Our TSA chapter gives students an opportunity to practice leadership skills that might not have been available to them.

The respondents (who were administrators) listed the following for the unimportance of the development of social skills:

-because leadership skills do not need to evident to be a member of TSA.
-The time taken away from school is not as important as the other classes they miss.

Seven respondents (who were administrators) that had answered the forced-choice question did not respond to the open-ended question.

When asked, "For what reason do you belive the development of leadership skills is important

/unimportant?", the respondents (who were TSA advisors) listed the following reasons for the importance of the development of leadership skills:

-By putting responsibility on my TSA members I think they realize their capabilities to a complete extent and in turn will try to encourage other students to work harder.
-Leadership skill are needed throughout life and the students can get these skills through TSA.
-Good leaders are needed, not only in TSA, but in all school activities and clubs. Students need good role models.
-Leadership skills are skills for life. These are things that shape our future and develop our kids into a stronger, better adults.
-That is what TSA is all about.
-Without good strong leadership you don't have much.
-I believe if you have strong leaders you TSA chapter will benefit.
-The students run the chapter and leadership skills are needed in all areas of the TSA chapter.
-Gets students out of shell and expressing opinions on different things.
-I have seen the results in my students.
-Poor leadership skills in officers results in a poor TSA chapter. They must want to do it.
-Being involved with other students the same age and gaining the confidence to be confident of themselves at all times.
-Leadership skills of students are very important because students run this chapter. I do not have the time.
-In order to effectively participate to any extent they must develop leadership skills to get things done.
-To have a good TSA member or a successful business person one must have good leadership abilities.
-I think more activities for chapter officers on leadership skills would help. Help to motivate other students.
-We teach the kids leadership in TSA and it should show when we go places so they know that TSA works.
-These leadership skills help these people every day for the rest of their lives.
-Because without leaders you won't ha a successful chapter.
-I believe that leadership skills are important to every student.
-It gives the members an opportunity to do something different than just go to school.
-Students should learn at an early age what it takes to be successful in life.

-Because without leaders nothing will ever last including TSA.
-Many students who develop leadership skills in school activities have gone on to become stat and national leaders.
-Every student should have the opportunity to develop leadership as well as other skills.
-The ones who really get involved do well and aids them later on.
-It helps the students in developing skills that will benefit them in dealing with society.
-Strong leadership skills are valuable in any situation.
-Each person has to be ready to lead as well as follow when the time comes.
-In general, leaders are made not born, so in order to be successful you must have the characteristics of a good leader.

Four respondents (who were TSA advisors) that had answered the forced-choice question did not respond to the open-ended question.

The respondents' perceptions of the incorporation of the teaching leadership skills in the classroom are reported in Table XXI. It should be noted that of the 34 respondents (who were TSA advisors), 14 (41.18 percent of the population) feel that teaching leadership skills to be "important," and 20 (58.82 percent) feel that teaching of leadership skills in the classroom to be "very important." For the respondents (who were TSA advisors) teaching of leadership skills in the classroom the mean response ($\bar{X}$=3.59) indicated that these respondents feel the teaching of leadership skills to be "very important". For the respondents who were administrators, 9 (34.62 percent of the population) feel the teaching of leadership skills to be "important," and 17 (65.38 percent). For the

TABLE XXI

RESPONDENTS' OPINION REGARDING THE TEACHING OF LEADERSHIP SKILLS IN THE CLASSROOM

Respondents	Strongly Oppose		Tend to Oppose		Tend to Favor		Strongly Favor		Total				
	n	%	n	%	n	%	n	%	n	%	$\bar{X}$	SD	Denotes
TSA Advisors	0	0.00	0	0.00	14	41.18	20	58.82	34	56.67	3.59	.500	Strongly Favor
Administrators	0	0.00	0	0.00	9	34.62	17	65.38	26	43.33	3.65	.485	Strongly Favor
Total	0	0.00	0	0.00	23	38.33	31	61.67	60	100.0	3.62	.467	Strongly Favor

Strongly Oppose= 1.0 to 1.49
Tend to Oppose= 1.50 to 2.49
Tend to Favor= 2.50 to 3.49
Strongly Favor= 3.50 to 4.00

respondents who were administrators teaching of leadership skills in the classroom the mean response ($\bar{X}$=3.65) indicated that these respondents feel it is "very important" toward the teaching of leadership skills in the classroom. When the responses from the 60 respondents (both the TSA advisors and public school administrators) were combined, 23 (38.33 of the population) feel that teaching leadership skills to be "important," and 31 (61.67 percent) feel that teaching of leadership skills in the classroom to be "very important." For the respondents (both TSA advisors and public school administrators) teaching of leadership skills in the classroom the mean response ($\bar{X}$=3.62) indicated that these respondents feel that the teaching of leadership skills in the classroom to be "very important".

In an open-ended question, respondents (who were TSA advisors) were asked to indicate the number of years, including the 1989-90 school term, of teaching experience. Of the 34 respondents, eight (23.53 percent) had one to five years experience, six (17.65 percent) had six to 10 years experience, 10 (29.41) had 11 to 15 years experience, and ten (29.41 percent) had more than 15 years teaching experience.

In an open-ended question, respondents who were administrators were asked to indicate the number of years, including the 1898-90 school term, of administrative

TABLE XXII

RESPONDENTS' NUMBER OF YEARS EXPERIENCE
TEACHERS OR ADMINISTRATORS

	Number of Years									
	0 - 5		6 - 10		11 - 15		More than 15		Total	
	n	%	n	%	n	%	n	%	n	%
Advisors	8	23.53	6	17.65	10	29.41	10	29.41	34	56.67
Administrators	5	19.23	10	38.46	5	19.23	6	23.08	26	43.33
Total	13	21.67	16	26.67	15	25.00	16	26.67	60	100.0

TABLE XXIII

RESPONDENTS' NUMBER OF YEARS EXPERIENCE AS AN ADVISOR

	Number of Years									
	0 - 2		3 - 4		5 - 6		More than 6		Total	
	n	%	n	%	n	%	n	%	n	%
Advisors	5	14.71	13	38.23	8	23.53	8	23.53	34	100.00
Total	5	14.71	13	38.23	8	23.53	8	23.53	34	100.0

experience. Of the 26 respondents, five (19.23 percent) had one to five years experience, 10 (38.46 percent) had six to ten years experience, five (19.23 percent) had 11 to 15 years experience, and six (23.08 percent) had more that 15 years administrators experience.

When the responses from these similar questions were combined, 13 (21.67 percent) had one to five years experience, 16 (26.67 percent) had six to ten years experience, 15 (25.00 percent) had 11 to 15, 16 (26.67 percent) had more that 15 years teaching or administrative experience.

In an open ended question, the respondents (who were TSA advisors) were asked to indicate the number of years they had been an advisor. Of the 34 respondents, five (14.71 percent) had zero to two years experience, 13 (38.23 percent) had three to four years experience, eight (23.53 percent) had five to six years experience, eight (23.53 percent) had more than six years experience as an advisor.

A final open-ended question asked each respondent who was an administrator, to list his/her bachelor's degree. Of the 26 respondents, the following fields of study for a bachelor's degree are listed: Two respondents listed distributive education; Four respondents listed English; Five respondents listed mathematics; Two respondents listed physical education; Nine respondents listed social studies.

For each of the following fields of study, one

respondent listed the field of study as his/her major area of study toward a bachelor's degree: industrial arts; instrumental music; science; and vocational agriculture.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

As a national organization of students enrolled in, or who have completed a technology education course, the Technology Student Association (TSA) offers students instruction in personal leadership growth and development, as well as offering opportunities to become productive citizens in a democratic society. TSA is training students to meet the challenges of the future (Gower, 1988).

The individuals that are most closely associated with the Technology Student Association are the members, the TSA alumni, the technology education teachers, and the state technology education supervisory staff. These individuals could best point out the skills developed by TSA members. With little or no research being done on this relatively young student organization, there was a need to determine how well the organization was doing in accomplishing its purposes.

The purpose of this chapter is to present concise summaries of the following topics: Purpose of the Study, Objectives of the Study, and the Major Findings of the Research. Also, through a detailed inspection of these

topics, conclusions and recommendations are presented, as based on the analysis of the data.

Purpose of the Study

The purpose of this study was to examine the leadership skills development of Technology Student Association members, as perceived by selected technology educators and their administrators.

Objectives of the Study

To accomplish the purpose of the study, the following objectives were established:

1. To determine the leadership benefits of the Technology Student Association to its' members as perceived by selected technology teachers and their administrators.

2. To determine if the students who enter the chapter, have changed their leadership skills in the areas of etiquette, citizenship and community service while in the chapter, as perceived by technology teachers and their administrators.

3. To determine, by rank order, TSA activities perceived by the selected technology educators and public school administrators, to be the most beneficial leadership skills to chapter members.

4. To determine specific demographic information relative to the selected advisors and public school administrators.

Conclusions

In reviewing the findings of this study, the respondents, both technology educators and public school administrators, 16 (26.67 percent) have 15 or more years of experience in their field of teaching, or as an administrator, 15 (25.00 percent) have 11 to 15 years experience in their field of technology education or as an administrator. There were 16 (26.67 percent) that had 6 to 10 years experience and 13 (21.67 percent) had zero to five years experience as technology educators or in administration.

When the mean responses of the 60 technology educators and administrators were combined, the average of the means revealed that the extent of leadership skills development achieved by Technology Student Association members in the areas of leadership, citizenship, community service, and behavior in school, are shown in Table XXIV. Leadership skills development, in the areas of leadership, conduct, citizenship, community service and behavior in school, was enhanced for those who become Technology Student Association members. These members will receive advantages over students who do not participate in this student organization.

The combined mean responses of the 60 respondents ($\bar{X}$=4.54) suggest that their perceptions that TSA provides avenues for development as responsible adults was "strongly agree." It is concluded that, the student organization

provides training for its members to become responsible adults who care for their community and other individuals.

The combined mean responses of the 60 respondents ($\bar{X}$=4.50) suggest that their perceptions that TSA provides numerous opportunities for members to develop citizenship skills was "strongly agree." It was concluded that, there are more opportunities available for students who are members of TSA to develop their leadership skills, than there are for those who are not members of TSA.

The combined mean responses of the 60 respondents ($\bar{X}$=4.59) suggest that their perceptions of the training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society was "strongly agree". It was concluded that, the organization helps prepare the students to contribute to society.

The combined mean responses of the 60 respondents ($\bar{X}$=3.27) suggest that their perceptions that membership should be automatic upon enrolling in a technology education class was "undecided." The belief that a student should automatically become a member of TSA upon enrolling in technology education was valid. With the advisors listing undecided as their choice, the administrators only slightly agree with the statement, it was concluded that this would allow the advisor to place all of his technology students into his TSA chapter at the beginning of school.

The combined mean responses of the 60 respondents

TABLE XXIV

SUMMARY OF RESPONDENTS' PERCEPTIONS OF THE EXTENT OF LEADERSHIP SKILLS DEVELOPMENT ACHIEVED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS WITHIN THE AREAS OF LEADERSHIP CONDUCT, CITIZENSHIP, COMMUNITY SERVICE, AND BEHAVIOR IN SCHOOL.

Leadership Skills Areas	Combined Responses (n=54) Mean	Denotes
Leadership		
Ability to express themselves	4.04	Above Avg.
Pride in themselves	4.25	Above Avg.
Conduct of themselves	4.05	Above Avg.
Methods of conducting meetings	4.22	Above Avg.
Leadership skills	4.28	Above Avg.
CONDUCT		
Better manners	4.02	Above Avg.
Self Discipline	3.92	Above Avg.
Sportsmanship	3.85	Above Avg.
Correct meal etiquette	3.31	Average
Proper dress	4.15	Above Avg.
Respect for others rights	4.08	Above Avg.

TABLE XXIV (Continued)

Leadership Skills Areas	Combined Responses (n=54) Mean	Denotes
Citizenship		
Respect for their country	4.13	Above Avg.
Respect for the flag	4.20	Above Avg.
Pride in their school	4.19	Above Avg.
An understanding of law and order	3.95	Above Avg.
The ability to work with others	4.23	Above Avg.
Community Service		
Caring for their community	4.03	Above Avg.
Pride in their school and community	4.15	Above Avg.
Keep the community clean	4.05	Above Avg.
True concern for individuals	3.74	Above Avg.
Help the community grow	3.75	Above Avg.
Behavior in School		
Skills to work with others	4.32	Above Avg.
Good attendance practices	4.11	Above Avg.
Ability to accept instructions	4.19	Above Avg.
Ability to cooperate with others	4.36	Above Avg.
Good work habits	4.25	Above Avg.

($\bar{X}$=4.69) suggest that their perceptions of the students enrolled in the technology education class should have the opportunity to participate in a TSA chapter was "strongly agree". Therefore it was concluded that all students enrolled in a technology education program must be presented a TSA chapter to be able to participate in. Both groups surveyed strongly agree that this organization should be offered to their students.

The combined mean responses of the 60 respondents ($\bar{X}$=4.31) suggest that their perceptions that TSA activities are an essential element of a successful technology education program was "agree." Therefore it was concluded that in order to have a successful technology education program, a school should have a TSA chapter.

The combined mean responses of the 60 respondents ($\bar{X}$=4.29) suggest that their perceptions that the TSA competitive events can be instigated as part of the technology curriculum was "agree". Therefore it was concluded that the usage of the competitive events within the technology education curriculum was accepted, and should be utilized.

The combined mean responses of the 60 respondents ($\bar{X}$=4.55) suggest that their perceptions that TSA events can be used as a motivational tool was "strongly agree." Therefore it was concluded that the TSA competitive events should be used as a motivational tool for the members.

The combined mean responses of the 60 respondents

($\bar{X}$=4.39) suggest that their perceptions that an adequate number of leadership activities are provided for technology education students was "agree". Therefore it was concluded that there are an adequate number of leadership activities for the TSA members to participate in. Teachers and administrators feel comfortable in the number of activities for their students.

The combined mean responses of the 60 respondents ($\bar{X}$=4.55) suggest that their perceptions that TSA has a positive impact upon the members of the chapter was "a great extent." Therefore it was concluded that students who are members of the TSA will receive a positive impact upon themselves as a result of being associated with the chapter.

The combined mean responses of the 60 respondents ($\bar{X}$=4.50) suggest that their perceptions of to what extent does TSA offer your students the opportunities to develop leadership skills was "a great extent". Therefore it was concluded that TSA students are given the opportunity to develop leadership skills.

The combined mean responses of the 60 respondents ($\bar{X}$=3.15) suggest that their perceptions to what extent do other classes provide development of leadership skills in your school, such as English, math, history, or science, to be "a moderate extent". Therefore it was concluded that students enrolled in other high school courses (i.e., English, math, history, science, etc.) have only a moderate

opportunity to develop their leadership skills. The respondents were asked to rank ten specific TSA activities from "1" to "10", with "1" being the most beneficial activity and "10" indicating the least valuable activity, for the development of Technology Student Association members' leadership skills. Therefore it was concluded that the ability to be involved as a chapter officer of the TSA was the most valued activity toward the development of members' leadership skills.

The combined mean responses of the 60 respondents ($\bar{X}$=3.46) suggest that their perceptions as to how important are leadership skills to TSA members "important". Therefore it was concluded that leadership skills, being important to the TSA members, because it was essential for students "to learn to get along with others, or interact with others, to succeed in life."

The combined mean responses of the 60 respondents ($\bar{X}$=3.62) suggest that their perceptions regarding the teaching of leadership skills in the classroom was "very important". Therefore it was concluded that leadership skills should be taught in the classroom.

Recommendations

Based on the findings and conclusions of this study, the researcher presents the following recommendations:

1. The technology education instructor should continue to help Technology Student Association members

develop their leadership skills in the areas of leadership, conduct, citizenship, community service, and behavior in school, particularly since the respondents rated their achievement as above average.

2. The technology education instructor should conduct a unit of instruction to the TSA chapter on proper meal etiquette.

3. The TSA chapter should continue to develop its members as responsible adults, to develop their citizenship skills, and the preparation for its members to be contributing members of society.

4. The membership in TSA should be automatic upon the enrollment of a student into a technology education program.

5. The opportunity for all students who take a technology education class should be continued, and always be present.

6. In order to be looked on as having a successful technology education program, the instructor must have a Technology Student Association chapter.

7. Technology education instructors should utilize as many competitive events in the curriculum as possible.

8. The TSA chapter motivates students, and should be continued to be used as a motivational tool.

9. The local chapter was given an adequate number of activities to develop their students leadership skills, by participating in local, state and national events and

activities.

10. The association has, and should continue to have, a positive impact upon the members of the chapter, and should be continued for the members' benefit.

11. Technology education instructors should continue to make opportunities available for activities in which TSA members can develop leadership skills.

12. Technology Student Association members should become active in their local chapter as an activity because of its value toward the development of leadership skills.

Recommendations for Additional Research

The following recommendations are made in regard to additional research. The recommendations are judgments based on having conducted the study, and on the examination of the findings of the study.

1. A study involving the teachers and administrators that do not currently have an active TSA chapter, as to their perceptions of leadership development.

2. Similar research should be conducted concerning the vocational student organizations associated with other vocational education areas to determine the extent of leadership skills development by students in these vocational programs.

3. Similar research should be conducted concerning the perceptions of technology education teachers and their administrators on a nation wide scale.

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APPENDICES

APPENDIX A

QUESTIONNAIRE - ADVISORS

THE EXTENT OF LEADERSHIP SKILLS DEVELOPED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS AS PERCEIVED BY TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

Extent of Development	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	NO OPINION
0--No Opinion						
1--Poor						
2--Below average						
3--Average						
4--Above Average						
5--Outstanding						

I. Characteristics of a Leader

A. Leadership
In your opinion, to what extent do TSA members develop:

1. The ability to express themselves?	5	4	3	2	1	0
2. Greater pride in themselves?	5	4	3	2	1	0
3. Better conduct of themselves?	5	4	3	2	1	0
4. Methods of conducting meetings?	5	4	3	2	1	0
5. Their leadership skills?	5	4	3	2	1	0

B. **Conduct**
In your opinion, to what extent do TSA members develop:

1. Better manners?	5	4	3	2	1	0
2. Self discipline?	5	4	3	2	1	0
3. Sportsmanship?	5	4	3	2	1	0
4. Correct meal etiquette?	5	4	3	2	1	0
5. Proper dress?	5	4	3	2	1	0
6. Respect for others rights?	5	4	3	2	1	0

C. **Citizenship**
In your opinion, to what extent do TSA members develop:

1. Respect for their country?	5	4	3	2	1	0
2. Respect for the flag?	5	4	3	2	1	0
3. Pride in their school?	5	4	3	2	1	0
4. An understanding of law and order?	5	4	3	2	1	0
5. The ability to work with others?	5	4	3	2	1	0

2

Extent of Development
0--No Opinion
1--Poor
2--Below average
3--Average
4--Above Average
5--Outstanding

D. **Community Service**

In your opinion, to what extent do TSA members develop:

1. Caring for their community?	5	4	3	2	1	0
2. Pride in their school and community?	5	4	3	2	1	0
3. A sense of responsibility to keep the community clean?	5	4	3	2	1	0
4. A true concern for the individuals of their community?	5	4	3	2	1	0
5. A desire to be involved in helping the community grow?	5	4	3	2	1	0

E. **Behavior in School**

In your opinion, to what extent do TSA members develop:

1. The skills to work with others?	5	4	3	2	1	0
2. Good attendance practices?	5	4	3	2	1	0
3. The ability to accept instructions from others?	5	4	3	2	1	0
4. The ability to cooperate with others?	5	4	3	2	1	0
5. Good work habits?	5	4	3	2	1	0

II. General Perceptions

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree
NA--No Opinion

1. TSA provides avenues for members to develop as a responsible adult.	SA A U D SD NA
2. TSA provides numerous opportunities for members to develop citizenship skills.	SA A U D SD NA
3. The training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society.	SA A U D SD NA
4. Membership in TSA should be automatic upon enrolling in a technology education program.	SA A U D SD NA
5. The students enrolled in the technology education class should have the opportunity to participate in a TSA chapter.	SA A U D SD NA
6. TSA activities are an essential element of a successful technology education program.	SA A U D SD NA
7. The TSA competitive events can be instigated as part of the technology curriculum.	SA A U D SD NA
8. TSA events can be used as a motivational tool.	SA A U D SD NA
9. An adequate number of leadership activities are provided for technology education students.	SA A U D SD NA

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

10. To what extent do you believe that TSA has had a positive impact upon the members of your TSA chapter?

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applıcable

11. In general, to what extent does TSA offer your students the opportunities to develop leadership skills?

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applicable

12. To what extent do other classes provide development of leadership skills in your school? eg. English, math, science, history, etc. The extent of development in other classes as you perceive it is:

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applicable

13. Please rank the following activities as to their importance in developing leadership skills of TSA members. (1= most beneficial activity for leadership skill development 2= the next most beneficial through 10=least important benefit in leadership skill development. Please be sure to rank all statements.

_____a. Fall leadership conference participation
_____b. Community service (eg-adopt a highway).
_____c. Being a chapter officer
_____d. Participation in chapter activities
_____e. Public speaking
_____f. Chapter Team competition
_____g. Participation in a National TSA Conference
_____h. Participation in a State TSA Conference
_____i. Creed
_____j. Fund raising projects

14. In general, how important are leadership skills of TSA members?
_____ Unimportant
_____ Less than important
_____ Important
_____ Very important

15. In reference to question 14, why do you believe this?
_____
_____

16. What is your opinion regarding the teaching of leadership skills in the classroom.
_____ Strongly oppose
_____ Tend to oppose
_____ Tend to favor
_____ Strongly Favor

17. Including the 1989-90 school year, how many years teaching experience do you have?

_____years of teaching.

18. Including the 1989-90 school year, how many years have you been an active TSA advisor?

_____years of teaching.

TE

APPENDIX B

QUESTIONNAIRE - PRINCIPALS

THE EXTENT OF LEADERSHIP SKILLS DEVELOPED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS AS PERCEIVED BY TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

Extent of Development	OUTSTANDING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR	NO OPINION
0--No Opinion						
1--Poor						
2--Below average						
3--Average						
4--Above Average						
5--Outstanding						

I. Characteristics of a Leader

A. Leadership
In your opinion, to what extent do TSA members develop:

1. The ability to express themselves?	5	4	3	2	1	0
2. Greater pride in themselves?	5	4	3	2	1	0
3. Better conduct of themselves?	5	4	3	2	1	0
4. Methods of conducting meetings?	5	4	3	2	1	0
5. Their leadership skills?	5	4	3	2	1	0

B. **Conduct**
In your opinion, to what extent do TSA members develop:

1. Better manners?	5	4	3	2	1	0
2. Self discipline?	5	4	3	2	1	0
3. Sportsmanship?	5	4	3	2	1	0
4. Correct meal etiquette?	5	4	3	2	1	0
5. Proper dress?	5	4	3	2	1	0
6. Respect for others rights?	5	4	3	2	1	0

C. **Citizenship**
In your opinion, to what extent do TSA members develop:

1. Respect for their country?	5	4	3	2	1	0
2. Respect for the flag?	5	4	3	2	1	0
3. Pride in their school?	5	4	3	2	1	0
4. An understanding of law and order?	5	4	3	2	1	0
5. The ability to work with others?	5	4	3	2	1	0

Extent of Development
0--No Opinion
1--Poor
2--Below average
3--Average
4--Above Average
5--Outstanding

D. **Community Service**

In your opinion, to what extent do TSA members develop:

1. Caring for their community?	5	4	3	2	1	0
2. Pride in their school and community?	5	4	3	2	1	0
3. A sense of responsibility to keep the community clean?	5	4	3	2	1	0
4. A true concern for the individuals of their community?	5	4	3	2	1	0
5. A desire to be involved in helping the community grow?	5	4	3	2	1	0

E. **Behavior in School**

In your opinion, to what extent do TSA members develop:

1. The skills to work with others?	5	4	3	2	1	0
2. Good attendance practices?	5	4	3	2	1	0
3. The ability to accept instructions from others?	5	4	3	2	1	0
4. The ability to cooperate with others?	5	4	3	2	1	0
5. Good work habits?	5	4	3	2	1	0

II. General Perceptions

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

SA--Strongly Agree
A--Agree
U--Undecided
D--Disagree
SD--Strongly Disagree
NA--No Opinion

1. TSA provides avenues for members to develop as a responsible adult.	SA	A	U	D	SD	NA
2. TSA provides numerous opportunities for members to develop citizenship skills.	SA	A	U	D	SD	NA
3. The training that TSA members receive in leadership, cooperation, and citizenship helps prepare individuals to contribute to society.	SA	A	U	D	SD	NA
4. Membership in TSA should be automatic upon enrolling in a technology education program.	SA	A	U	D	SD	NA
5. The students enrolled in the technology education class should have the opportunity to participate in a TSA chapter.	SA	A	U	D	SD	NA
6. TSA activities are an essential element of a successful technology education program.	SA	A	U	D	SD	NA
7. The TSA competitive events can be instigated as part of the technology curriculum.	SA	A	U	D	SD	NA
8. TSA events can be used as a motivational tool.	SA	A	U	D	SD	NA
9. An adequate number of leadership activities are provided for technology education students.	SA	A	U	D	SD	NA

Please respond to each of the following statements by marking the response that most nearly expresses your feeling on each individual statement.

10. To what extent do you believe that TSA has had a positive impact upon the members of your TSA chapter?

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applicable

11. In general, to what extent does TSA offer your students the opportunities to develop leadership skills?

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applicable

12. To what extent do other classes provide development of leadership skills in your school? (eg. English, math, science, history, etc.) The extent of development in other classes as you perceive it is:

_____ 1. To no extent
_____ 2. To a small extent
_____ 3. To a moderate extent
_____ 4. To a good extent
_____ 5. To a great extent
_____ 6. Not applicable

13. Please rank the following activities as to their importance in developing leadership skills of TSA members. (1= most beneficial activity for leadership skill development 2= the next most beneficial through 10=least important benefit in leadership skill development. Please be sure to rank all statements.

_____a. Fall leadership conference participation
_____b. Community service (eg-adopt a highway).
_____c. Being a chapter officer
_____d. Participation in chapter activities
_____e. Public speaking
_____f. Chapter Team competition
_____g. Participation in a National TSA Conference
_____h. Participation in a State TSA Conference
_____i. Creed
_____j. Fund raising projects

14. In general, how important are leadership skills of TSA members?
_____ Unimportant
_____ Less than important
_____ Important
_____ Very important

15. In reference to question 14, why do you believe this?
_____
_____

16. What is your opinion regarding the teaching of leadership skills in the classroom.
_____ Strongly oppose
_____ Tend to oppose
_____ Tend to favor
_____ Strongly Favor

17. Including the 1989-90 school year, how many years have you been an administrator?

_____years.

18. Please write your major area of study for your bachelor's degree (i.e. industrial arts, home economics, etc.)
_____
_____

APPENDIX C

COVER LETTERS

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

May 9, 1990

Principal
Stillwater High School
123 North Husband
Stillwater, OK 74074

Dear Principal:

The benefits of the Technology Student Association to its members have not yet been proven through traditional research methods. Consequently, I am conducting a study of the positive effects TSA has on the leadership development of its members. This research project will be supervised by Dr Roger Stacy, State Supervisor of Technology Education, and will serve two functions· (1) supply helpful information to the Technology Education Division at the Oklahoma Department of Vo-Tech and (2) partially fulfill my requirements as a master's degree candidate at Oklahoma State University.

Because your school's TSA chapter was recently recognized as one of the outstanding chapters in Oklahoma, we hope you will participate in this study by completing the enclosed questionnaire. It is important that each questionnaire be returned by May 19, 1990.

You can be assured of complete confidentiality Identification numbers have been placed on the return envelopes only to identify nonrespondents and to keep record of the questionnaires which are returned. Your name will never be placed on the questionnaire or used in the results of the study.

I appreciate your help in conducting this study. If you have any questions, please call me at (405) 624-0039. Thank you for your cooperation.

Sincerely,

Scott Shook
Project Director

Approved by:

Roger Stacy, State Supervisor
Technology Education

SS/RS/40-0492LTR-36/35

Enclosure

1500 West Seventh Avenue
Stillwater OK 74074-4364
(405) 377 2000

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

May 17, 1990

Mr. Lowell Hensley
TSA Advisor
Mooreland High School
P.O. Box 75
Mooreland, OK 73852

Dear Fellow TSA Advisor:

We are attempting to conclude our research to determine the extent of leadership skills development of Technology Student Association members as perceived by their advisors. You should have received a questionnaire in the mail approximately two weeks ago, to be completed as part of this study. We would really like to have your input because your school is recognized as having one of the top TSA chapters in Oklahoma. Your response will also help me complete my requirements for a master's degree at Oklahoma State University.

I am enclosing another copy of the questionnaire which will require approximately 15 minutes of your time to complete. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you for your cooperation in this important research effort, and congratulations for having an excellent Technology Student Association chapter.

Sincerely,

Scott Shook
Project Director

Approved by:

Roger Stacy, State Supervisor
Technology Education

40-0497-36/15

Enclosure

1500 West Seventh Avenue
Stillwater OK 74074-4364
(405) 377-2000

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

June 14, 1990

Principal
Cyril High School
P.O. Box 449
Cyril, OK 73029

Dear Principal:

I am attempting to conclude research to determine the extent of leadership skills development of Technology Student Association members as perceived by their school administrators. Approximately two weeks ago, I mailed a questionnaire to you to complete as part of this research. Your input would be helpful since your school is recognized as having one of the top TSA chapters in Oklahoma. By sharing your perceptions, you will provide valuable information to the Technology Education state office and also help me complete my requirements for a master's degree at Oklahoma State University.

The enclosed questionnaire should require approximately fifteen minutes of your time. Please be assured that your responses will remain confidential and will be included as a part of the total findings of this research.

Please complete the questionnaire and return it in the enclosed postage-paid envelope within the week. Thank you in advance for your cooperation in this important research effort and congratulations for having an excellent Technology Student Association chapter.

Sincerely,

Scott Shook
Project Director

Approved by:

Roger Stacy, State Supervisor
Technology Education

40-0504-36/15

Enclosure

1500 West Seventh Avenue
Stillwater OK 74074-4364
(405) 377-2000

votech
OKLAHOMA STATE DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

May 1, 1990

Scott Shook
TSA Advisor
Stillwater Jr. High School
1900 North Skyline
Stillwater, OK 74074

Dear Fellow TSA Advisor·

The belief that the Technology Student Association benefits its members has not yet been proven through traditional research methods Consequently, we are undertaking a study to reveal the benefits that TSA has on the leadership development of its members.

Because you serve as advisor to one of the top TSA chapters in Oklahoma, we hope you will participate in the study by answering the questions on the enclosed questionnaire. It is important that each questionnaire be completed and returned by May 11, 1990.

You can be assured of complete confidentiality. The return envelope for the questionnaire has an identification number to identify the nonrespondents This enables us to check those participating off the mailing list as the questionnaires are returned. Your name will never be placed on the questionnaire or used in the results of the study

The results of this research will be made available to the Technology Education Division at the Oklahoma Department of Vo-Tech The research will also fulfill part of the requirements for my master's degree at Oklahoma State University. If you have any questions, please call me at (405) 624-0039. Thank you for your cooperation and help in completing this study.

Sincerely,

Scott Shook
Project Director

Approved by·

Roger Stacy, State Supervisor
Technology Education

SS/40-0481-35/10

Enclosures

1500 West Seventh Avenue
Stillwater OK 74074-4364
(405) 377-2000

VITA

Scott A. Shook

Candidate for the Degree of

Master of Science

Thesis: THE EXTENT OF LEADERSHIP SKILLS DEVELOPED BY TECHNOLOGY STUDENT ASSOCIATION MEMBERS AS PERCEIVED BY SELECTED TEACHERS AND PUBLIC SCHOOL ADMINISTRATORS IN OKLAHOMA

Major Field: Technology Education

Biographical:

Personal Data: Born in Savannah, Georgia, October 6, 1961, the son of Byron L. and Mary L. Shook. Married Pam, June 13, 1981. Child - Kathleen.

Education: Graduated from Hobart High School, Hobart, OK, in May 1980; attended Oklahoma State University, Stillwater, Oklahoma, 1980-81; received Bachelor of Science degree with a major/minor in Industrial Arts Education from Southwestern Oklahoma State University, Weatherford, Oklahoma, July, 1984; completed requirements for the Master of Science degree at Oklahoma State University in December, 1990.

Professional Experience: State Advisor of the Arizona Association of the American industrial Arts Student Association, 1985. Junior high school teacher, Stillwater Junior High School, Stillwater, Oklahoma, 1985-present.

Professional Organizations: International Technology Education Association, Oklahoma Technology Education Association, American Vocational Association, Oklahoma Vocational Association, National Education Association, Oklahoma Education Association, Stillwater Education Association, Technology Student Association Alumni Division.